



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Moorland Primary  
Singleton Road  
Splott  
Cardiff  
CF24 2LJ**

**Date of inspection: September 2012**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Moorland Primary School was founded in 1891 in Splott, a well-established inner city area of south Cardiff. Splott is a communities first area. This large school caters for pupils between three and 11 years of age, most of whom come from the surrounding locality. There are currently 359 pupils, 178 girls and 181 boys, on roll, and they are organised into 14 mixed-ability classes. The school has two classes in most year groups. There are also two nursery classes, catering for 26 children. Overall, the number of pupils has increased over the past four years.

Pupils come from a diverse range of nationalities and backgrounds. About 50% come from families of minority ethnic origin. Additionally, a very few are from the families of asylum seekers. About 8% are from travellers' families. There is a very high rate of mobility. Over the last two years, 283 pupils – or 75% – have joined or left the school at unusual times. This is far above average. About 39% of pupils are at an early stage in acquiring English as their second language and 50% speak any one of 29 home languages. This is well above average. The proportion of home languages has doubled in the last four years. No pupils speak Welsh as their first language.

About 51% of pupils are entitled to free school meals, an increase of ten percentage points in the last four years. This is well above local authority and national averages. Four pupils were excluded temporarily in the past 12 months. The school identifies 24% of pupils as having additional learning needs, which is above the national average. A few pupils have a statement of special educational need. These figures have increased over the last two years. The headteacher was appointed in September 2008 and the school was last inspected in 2006.

The individual school budget per pupil for Moorland Primary School in 2011-2012 means that the budget is £3,635 per pupil. The maximum per pupil in the primary schools in Cardiff is £19,708 and the minimum is £2,828. Moorland Primary is 42nd out of the 116 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school provides a good quality of education and has many strengths because:

- most pupils make good progress from a low starting point and achieve their potential;
- the curriculum is innovative, challenging and at the forefront of development in literacy and numeracy in the Foundation Phase and key stage 2;
- the quality of teaching is good;
- care, support and guidance are of high quality;
- the school's respect for diversity and its ethos of equality are evident in all its work; and
- it has a highly inclusive approach to parents and pupils.

### Prospects for improvement

The school has good prospects for improvement because:

- there is overall an improving trend in pupils' progress and achievement;
- strategic leadership, management and planning for improvement are good;
- good self-evaluation processes lead to accurate judgements about performance;
- leaders and governors manage its extensive resources very well; and
- the issues raised in the last inspection have been addressed fully and many other improvements have also been made.

## Recommendations

R1 Continue to improve the achievements of boys in writing and of those pupils entitled to receive free school meals

R2 Improve further the quality of assessment for learning, especially in the way that pupils throughout the school assess their own work and that of their peers

### What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### **Standards: Good**

Most pupils start school with skills well below average compared with those expected for their age. A significant minority have low standards in English, speaking another language at home. Most, including those with additional learning needs and those who are more able, make good progress in their learning. This includes boys, those who enter the school at unusual times and those with English as an additional language.

In the Foundation Phase and key stage 2, pupils' performance does not compare well with that of other pupils in the family of schools. However, this comparison does not take into account the very large proportion of pupils who start or leave Moorland Primary at unusual times. This figure has risen sharply in the last two years and is a factor that greatly affects teaching and learning.

Most of the more able pupils achieve their potential in reaching higher than the expected levels in English and mathematics by the end of Year 6. The relative performance of boys and girls has varied over the last four years and boys tend to under-achieve in writing compared with girls. There has, however, been a major improvement in boys' literacy in the last three years.

There was a similarly dramatic improvement in mathematics and science over the last three years at key stage 2. Pupils who are not entitled to receive free school meals achieve more highly than those who are entitled to receive free school meals.

By the end of Year 2 and Year 6, pupils make good progress in speaking, listening, reading, writing and basic, functional literacy. Those who speak another language at home make good progress in learning English. Most boys and girls make good progress in learning to read, especially those who have attended the school without a break from Nursery to Year 6. Girls' writing skills are good and most pupils have very good handwriting. The achievements of a minority of boys in writing across the curriculum are below average. Pupils' progress in using and applying numeracy skills and in information and communication technology is often good.

Most pupils achieve good standards in Welsh. They use incidental Welsh confidently and have a good understanding of the culture and history of Wales. Many pupils develop their thinking skills well. Most develop good creative skills in areas such as art, drama, music and dance. Their independent research skills are good. Many work well in pairs, groups and teams. Pupils are regularly involved in planning their own learning and this helps their good progress.

### **Wellbeing: Good**

Pupils have very good attitudes to learning. They feel happy and safe in school. Most work productively with others, and are highly motivated and well behaved.

Most come to school ready to learn and appreciate the educational opportunities they receive. Most pupils are proud of their school and show respect towards others. A large minority are in vulnerable situations and receive very good counselling from the school. Their positive responses are excellent. Most have a clear understanding of a healthy lifestyle and a healthy diet. Pupils help decide what they learn and they choose activities independently in the Foundation Phase. Their social and life skills are good by the end of key stage 2.

School attendance is in line with the national average at 93% and has improved from 91% two years ago. Virtually all pupils are punctual in attending lessons. The school council is closely involved in decisions on school improvement and pupils' opinions are valued by staff. They help appoint staff and decide on improvements to areas such as the playgrounds. Pupils are also very active in the eco-council. They ensure that their views on the environment, global warming and third world poverty are acted upon, wherever possible.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a range of high quality learning experiences that have breadth and balance. The curriculum meets most pupils' needs very well. Planning for literacy and numeracy is consistently good. Work is matched well to pupils' needs and abilities and underpins their sustained progress. A range of highly differentiated intervention programmes impacts well on standards in literacy. Creative thinking and problem solving are strong features. The school prioritises outdoor learning experiences, such as in forest school sessions for Year 5.

Teachers promote life and literacy skills in cross-curricular contexts effectively. Grouping arrangements in English are exceptional. Consequently, pupils who speak English as an additional language or those who fall behind make very good progress. Provision for Welsh and the Welsh dimension is good. A wide range of clubs and other extra-curricular activities enrich pupils' education. Links with the community and with creative arts centres are very good. Visits to a local farm enhance pupils' awareness of the countryside.

The school promotes the importance of living in an environmentally friendly way. As a result, pupils understand the impact of their actions on the environment. Education for sustainable development and global citizenship is good. Pupils are encouraged to act in a sustainable manner. They save energy, recycle paper and reduce waste wherever possible. Staff encourage positive attitudes to cultural diversity.

### **Teaching: Good**

Teaching is good in most lessons. It is particularly good in literacy and numeracy sessions. The teaching of reading is especially effective as a result of good in-service training of staff. Teachers use resources for literacy and numeracy skilfully. Staff motivate pupils well and have high expectations. Nearly all lessons are well structured and pacy. Most teachers ask questions well to develop understanding and assess progress. Adults and pupils have excellent working

relationships. They manage pupils' behaviour sensitively. This helps improve standards because poor behaviour does not interrupt learning. Teachers do not always clarify learning objectives in lessons but they invariably make the criteria for success explicit.

Assessment of learning at the end of key stages is accurate. Teachers monitor pupils' progress very well. They use comprehensive analyses of the achievements of different groups to plan what is taught next. This underpins excellent differentiated learning. Teachers' feedback enables pupils to know how well they are doing and how they can improve. Older pupils mark other pupils' work occasionally to identify strengths and shortcomings. Other aspects of peer-to-peer assessment are at an early stage of development. Parents are well informed about their children's achievements through reports that meet statutory requirements. They discuss their child's progress in many meetings with teachers and are therefore better able to support learning.

### **Care, support and guidance: Good**

The school offers a good caring and supportive environment. Its provision for pupils' spiritual development is good and for their moral, social and cultural development, provision is excellent, and this affects the ethos of the whole school. Pupils take part in a broad range of activities, which promote a healthy lifestyle. They have good opportunities to make healthy choices for lunch and take part in regular physical exercise.

Many pupils in need get good informal and formal support. They are helped to achieve good emotional health. Pupils are supported by a wide range of specialist agencies. The counselling service provides pupils who are troubled with excellent personal support. The support for pupils with behavioural difficulties is excellent, these being roughly a third of the school. Thorough procedures ensure a smooth transition to secondary education.

Highly individualised provision for pupils with additional learning needs is excellent. Staff identify their needs early and provide them with good support. Good individual education and behaviour plans are integral to classwork. All pupils know what they need to improve; parents are involved in the review process.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Teachers and pupils have a well-developed understanding of safeguarding procedures. Staff monitor all extra support very closely and evaluate pupils' progress constantly.

### **Learning environment: Good**

The school has a good ethos of inclusion and tolerance. There is a highly developed emphasis on respect for all and the school celebrates diversity hugely. Most pupils are fully aware of the school's values through circle time sessions and assemblies. Pupils have been trained thoroughly to 'give racism the red card'. This has had a major impact on their understanding of equality and diversity. As a result, many pupils support each other in a kind, compassionate and caring way. All have equal

access to the whole curriculum. The school deals very efficiently and effectively with the rare incidents of racism or bullying. There are a range of good policies to promote all aspects of equality.

The school offers a stimulating environment. Teachers and pupils make excellent use of the available space. The school has created many specialist areas for learning both indoors and out. These facilitate diverse learning opportunities such as for literacy or forest school activities. Despite the age of the Victorian building, the school is very well maintained, light and airy. Displays celebrate pupils' work and achievements. The school is well resourced and this supports teaching and learning well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

Leaders and managers communicate priorities for improvement effectively. The school's aim to make a difference is evident everywhere. Its commitment to equal opportunities for everyone is in all that it does. Senior leaders have a strong impact on improving standards, for example in reading. Leaders are prominent around the school and support the staff well. Leadership is well-organised and distributed appropriately to other senior staff. High quality curricular innovations are managed effectively.

The school has influenced the work of many primary schools, who have visited it. All staff share an aim to improve teaching and standards. Responsibilities are clearly defined and widely distributed. The senior leadership team has done much to innovate the curriculum, improve assessment systems, develop the teaching of skills and drive school improvement forward. Teachers work in effective partnerships with literacy and numeracy leaders, pupils with leadership responsibilities, teaching assistants, governors and parents.

Governors have well-defined roles. They are aware of performance data and they help identify appropriate objectives. They also monitor the school's performance in achieving these. Governors are well informed and provide the school with critical friendship.

The school does well in meeting local and national priorities. These include new initiatives in the Foundation Phase, and literacy, numeracy and a broad range of life skills in key stage 2.

### **Improving quality: Good**

The school has established an effective and thorough cycle of self-evaluation. It involves a wide range of stakeholders, including parents and pupils. The headteacher provides staff and governors with a realistic overview of performance. As a result, they know how well the school is doing compared with other schools. Teachers use a wide range of analyses of performance to identify targets for improvement, which are then used well to address shortcomings.

Pupils contribute effectively to self-evaluation through questionnaires and the school council. Staff evaluate their own performance and the progress of their pupils. The senior management team monitors and evaluates learning and teaching regularly. A strong culture of improvement permeates the school.

The self-evaluation report is detailed and provides an accurate overview of performance. The outcomes of self-evaluation are similar to inspection findings. There are good links between self-evaluation and the school improvement plan. This plan succinctly identifies priorities within an appropriate time-scale and has a good allocation of resources. Changes to the plan arise from well-informed monitoring and evaluation.

The school is actively involved in many professional networks. These have a beneficial impact on standards, for example through rigorous moderation procedures. Initiatives to improve literacy and numeracy are very effective. Teachers work well to share their expertise with colleagues in the school and regionally and internationally.

### **Partnership working: Good**

The school has effective strategic partnerships with parents, governors, the local authority, social services and other local schools. These make a positive contribution to pupils' wellbeing and educational standards. The school communicates well with parents. There are regular newsletters and an attractive web site to inform them of school activities. The collaboration with local schools to share ideas and develop aspects of the curriculum is a great strength. The transfer arrangements for pupils are effective. An efficient moderation process involves staff from the cluster of schools, the main receiving secondary school and the local authority. This ensures that assessment at the end of key stage 2, is accurate as well as rigorous. A local church also assists pupils as they make the transition to secondary school through its excellent links with the local community. This enables them to prepare well for the next stage in their education.

The school has good links with a range of local employers but fewer associations with industry. Outside agencies are engaged effectively to provide appropriate support for pupils with additional learning needs. The school uses a wide range of external services to work in partnership with pupils and parents. They enhance pupils' learning and ensure that parents can offer effective support at home.

### **Resource management: Good**

The school is very well staffed to teach the curriculum effectively. The headteacher deploys teaching, support and external staff creatively to meet the needs of all pupils. Financial resources are targeted effectively to the school improvement plan and to the professional development needs of all staff. Highly effective planning for staff training takes good account of national, regional and school priorities, for example, in the improvement of reading. The school makes exceptionally good use of the accommodation to meet the needs of many pupils. The funding received is planned carefully to support the diverse needs of pupils and they make good progress as a result. The school provides good value for money because of this good progress.

## Appendix 1

### Commentary on performance data

The percentage of pupils who reached the expected level, outcome 5 or higher, in English and other areas of learning in the Foundation Phase, in 2012, was below local and national averages. These results placed the school in the lower 50% of similar schools. The percentage of pupils exceeding the expected level in 2012 in the Foundation Phase was below the family of schools and all-Wales averages in all areas. Girls do better than boys from nursery upwards over time.

The assessment results for key stage 2 pupils in English, mathematics and science for the past three years have improved greatly although the school's results remain below its family of schools and national averages.

The percentage of pupils reaching the expected level 4 in the core subject indicator in key stage 2 was below the national average and that for the family. However, the school's results have improved steadily and substantially for four years.

In English, including oracy and reading, at key stage 2, in 2012, the school's results were above those of other schools in the family but below national averages. Boys' achievements in writing are below average but have improved steadily. In mathematics and science at key stage 2, in 2012, the school's results were below those of others in the family and national averages.

The percentage of more able pupils achieving level 5 in 2012, in key stage 2, was below the family and all-Wales averages in English, mathematics and science.

Over time, boys' achievements are lower than girls'. Those in receipt of free school meals do much less well in English, mathematics and science than other pupils. In 2012, this gap was about 20% in key stage 2 English.

The school's performance by the end of key stage 2, does not compare well with that of similarly benchmarked schools. The school is in the lower 50% in English, mathematics, science and the core subject indicator but above the lowest 25%.

However, Moorland has a much more transient population than other schools in its family. About 75% of pupils at Moorland have either entered or left at times other than normal in the last two years and this factor is far above its group and also far above average. The proportion of transient pupils at Moorland has also increased dramatically in the last two years. This affects the validity of comparisons with the family and other schools in the benchmark group.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

One hundred pupils in key stage 2 completed the questionnaire. All feel safe in school and most believe that the school deals well with any bullying. Virtually all think that they are well supported; especially by having someone to talk to if they are worried, such as their young leaders or the school's counselling service. All feel that they are taught well how to keep healthy and that there are many chances for regular exercise in school. Almost all feel that they are doing well at school. Most believe that there are enough resources to enable them to learn well and many believe that homework is of value to them. Only a few pupils feel that others do not always behave well in class or in the playground.

#### Responses to parent questionnaires

The parent questionnaire was completed by 19 parents or carers. This is about 5% of the parent body. Most express very positive views about the school. In particular, all respondents are pleased with the school and say their children like being there. They feel that their children are making good progress and are safe at school. Most parents find staff approachable if they have any questions or concerns. All feel that they are kept well informed about their children's progress. This is well above the national average of responses for this question. Most parents feel that there are a good range of activities including trips and visits. All parents feel that the school is well run.

## Appendix 3

### The inspection team

Rob Isaac	Reporting Inspector
Buddug Bates	Team Inspector
Enir Morgan	Team Inspector
Ruth Rydderch	Lay Inspector
Amanda Standford	Peer Inspector
Jane Jenkins	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.